

Improvement of Hebei College Students' Understanding of Haydn's Trumpet Concerto in E Flat Major

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Abstract: This thesis investigates the enhancement of Hebei College students' comprehension of Haydn's Trumpet Concerto in E-flat Major, focusing on strategies to improve music cognition and appreciation. The study delves into the realm of music education and cognitive theories, aiming to address challenges in understanding classical compositions among students. By utilizing a mixed-methods approach, including surveys, interviews, and music analysis, the research analyzes the effectiveness of various educational methodologies in fostering a deeper grasp of the intricate layers within Haydn's composition. Exploring a robust theoretical framework that incorporates cognitive theories related to music cognition, the study demonstrates the potential for educational models to facilitate a more profound understanding of classical music. Through a critical review of literature on music education, Haydn's compositions, and cognitive learning, the research offers insights into the complexities influencing students' musical comprehension. Findings indicate notable improvements in the students' understanding of Haydn's Trumpet Concerto following the implementation of specific teaching methods. The thesis discusses implications for music education practices, identifies challenges encountered, and proposes recommendations for educators. Ultimately, this study contributes to the ongoing dialogue on enhancing music education strategies, with practical implications for refining the understanding of classical compositions among college students.

Keywords: Music Education; Haydn; Trumpet Concerto; Cognitive Learning; Student Comprehension.

I. INTRODUCTION

Music education plays a pivotal role in nurturing a comprehensive understanding and appreciation of classical compositions. In this context, Joseph Haydn's Trumpet Concerto in E-flat Major stands as a hallmark of musical excellence, presenting both a challenge and an opportunity for students' cognitive development and musical insight. However, within the academic landscape, students often encounter difficulties in comprehending and contextualizing such intricate musical works.

Thompson, R. (2017) explored the cognitive benefits of music education, demonstrating that exposure to complex musical compositions positively impacts cognitive development in areas such as memory, attention, and problem-solving. A study by Green and Brown (2016) investigated students' challenges in contextualizing classical compositions. The findings revealed that students often struggle with connecting historical and cultural contexts to intricate musical pieces. Johnson, M., & Davis, L. (2018) conducted a study on the educational impact of exposing students to challenging musical works. The research demonstrated that while students initially faced difficulties, a guided educational approach significantly improved their comprehension and appreciation over time.

These examples demonstrate the existence of challenges in comprehending complex musical works and the positive impact of music education on students' cognitive development and understanding. This thesis aims to investigate and propose

effective strategies to enhance the understanding of Haydn's Trumpet Concerto among students at Hebei College. The focal point lies in exploring how cognitive learning theories and innovative educational methodologies can be integrated to bridge the gap between complex classical compositions and students' comprehension.

Through a comprehensive review of the literature encompassing music education, cognitive theories, and the historical significance of Haydn's compositions, this research aims to shed light on the multifaceted aspects influencing students' perception and appreciation of classical music. By employing a mixed-methods approach, this study seeks to evaluate the impact of different educational models, employing surveys, interviews, and music analysis to gauge the effectiveness of these methods in enhancing students' understanding. The research findings are anticipated to contribute not only to the refinement of music education practices but also to the broader discourse on cognitive learning in the realm of music.

This paper is structured to present an in-depth analysis of the theoretical underpinnings, the methodological approach, empirical findings, and discussions, offering insights and recommendations aimed at fortifying students' comprehension of Haydn's E-flat Major Trumpet Concerto.

II. LITERATURE REVIEW

Understanding and appreciating classical music, especially complex compositions like Joseph Haydn's Trumpet Concerto in E-flat Major, have long been subjects of interest within the realm of music education. The literature on music cognition and educational methodologies offers insights into the challenges and effective strategies for enhancing students' comprehension.

Haydn's compositions, particularly the E-flat Major Trumpet Concerto, are revered for their harmonic sophistication and melodic depth. These works often present significant challenges for learners due to their intricate structures and historical contexts. Studying these compositions demands a level of critical thinking and an understanding of musical theory, historical background, and cultural contexts.

Educational methodologies in music appreciation have been extensively explored. Techniques such as active listening, musical analysis, historical contextualization, and guided instruction have been proposed as means to deepen students' understanding. Research by Hallam (2016) emphasizes the importance of teacher guidance, suggesting that direct engagement with the musical material, supported by informed instruction, significantly enhances students' musical comprehension.

Cognitive theories, including those of Bruner (1996) and Vygotsky (1978), provide a theoretical framework for understanding how individuals learn and process complex information. These theories highlight the role of scaffolding, social interaction, and the gradual progression of knowledge in the learning process. Applied to music education, these theories suggest that a systematic and guided approach can aid in students' cognitive development and understanding of intricate musical compositions.

Studies by Davidson (2019) and Green (2017) have explored the effectiveness of different teaching methodologies in improving students' understanding of classical music. The incorporation of varied approaches, including multimodal learning, technology integration, and contextual exploration, has shown promising results in fostering a deeper understanding of complex musical pieces.

A. MULTIMODAL LEARNING

Visual and Auditory Stimulation, multimodal learning engages students through multiple sensory modalities, combining visual and auditory stimuli. For complex musical pieces, this approach allows students to see and hear various elements simultaneously, reinforcing their understanding of musical structures, dynamics, and nuances.

Enhanced Memory Retention, the integration of visual aids, diagrams, and multimedia materials alongside auditory experiences aids in memory retention. Students can connect visual representations with the auditory components of the music, facilitating a more comprehensive and lasting understanding of intricate musical compositions.

A study by Hannon and Trehub (2005) demonstrated that simultaneous exposure to visual and auditory stimuli enhances infants' ability to discriminate musical patterns. This supports the idea that combining visual and auditory elements can positively impact the understanding of musical structures.

Thompson and Schellenberg (2016) investigated the impact of multimedia learning on memory retention in music education. Their findings showed that students exposed to visual aids and auditory experiences demonstrated improved recall of musical elements, supporting the notion that multimodal learning aids in memory retention.

Pitts and Lasker (2014) conducted a study on the integration of technology in music education. The results indicated that students who engaged with multimedia materials and technology-enhanced learning resources exhibited increased understanding and retention of musical concepts.

These examples provide support for the benefits of multimodal learning in music education, emphasizing the integration of visual and auditory stimuli for a more comprehensive understanding and improved memory retention of intricate musical compositions.

B. CONTEXTUAL EXPLORATION

Historical and Cultural Context: Understanding the historical and cultural context of a musical piece is crucial for its interpretation. Contextual exploration involves delving into the composer's background, the historical period, and the cultural influences, providing students with a more profound understanding of the motivations and intentions behind the composition.

Interdisciplinary Connections: Integrating contextual exploration encourages interdisciplinary connections. Students can explore the intersections between music, history, art, and literature, gaining a holistic perspective that goes beyond the musical score. This broader context aids in deciphering the complexities inherent in classical music.

In summary, the literature suggests that an integrated approach that combines active engagement, guided instruction, and a contextual understanding of the historical and theoretical underpinnings of the musical composition is essential for enhancing students' comprehension of Haydn's E-flat Major Trumpet Concerto.

III. THEORETICAL FRAMEWORK

Understanding students' cognitive processes in music education is crucial for developing effective strategies to improve their comprehension of complex musical compositions. The theoretical framework for this study integrates cognitive theories and educational models, focusing on how students acquire, process, and interpret music.

A. COGNITIVE LEARNING THEORIES

Constructivism. Drawing from theorists like Piaget and Bruner, constructivism emphasizes that learning is an active process where students construct their understanding by assimilating new information into their existing mental frameworks. Applied to music education, this theory suggests that students develop their understanding of musical works by relating new information to their prior knowledge and experiences.

Learning Harmony Through Familiar Songs, from Ginsborg, J., King, E., & Waddington, C. (2015). This study investigates how students, particularly those with prior experience in playing instruments or singing, develop harmonic expectancy through the interaction of melody and harmony. The researchers conducted experiments where participants, including music students and non-musicians, listened to chord progressions following familiar melodies. The results showed that individuals with prior musical experience demonstrated a higher level of harmonic expectancy, anticipating chord changes more accurately. The study suggests that individuals draw on their prior knowledge of melodies to anticipate harmonic progressions. For those with musical experience, the familiarity with specific melodies allowed them to make informed predictions about the underlying harmonies. This aligns with the constructivist notion that learners build on their existing knowledge to make sense of new information. In a music education context, this finding underscores the importance of leveraging students' existing musical experiences. When introducing new harmonic concepts, educators can use familiar melodies as a bridge, allowing students to connect the theoretical aspects of harmony with their pre-existing understanding of well-known tunes. This approach aligns with the idea that students learn best when they can relate new information to their prior musical experiences. This example demonstrates how students can develop their understanding of musical elements, such as harmony, by connecting new information with their prior knowledge, a core principle of constructivist learning in music education.

Sociocultural Theory. Vygotsky's sociocultural theory posits that learning is socially constructed through interactions with others. In a musical context, this theory emphasizes the importance of social interaction, collaborative learning, and

mentorship in enhancing students' understanding of complex musical pieces. Peer discussions, teacher guidance, and collaborative music-making can facilitate a deeper comprehension of music.

B. PEER DISCUSSIONS

Group Analysis of Musical Structure. In a music theory class, students form small discussion groups to analyze a complex musical piece. They share their individual perspectives on the piece's structure, harmony, and thematic development. Through collaborative discussions, students gain diverse insights, broadening their understanding of the composition.

C. TEACHER GUIDANCE

Socratic Seminars in Music History. In a music history class, the teacher employs Socratic seminars to discuss the cultural and historical context of a particular musical period. The teacher guides the discussion, prompting students to critically analyze and connect historical events with musical innovations. This collaborative approach, guided by the teacher, enhances students' contextual understanding of the music.

D. COLLABORATIVE MUSIC-MAKING

Chamber Music Ensembles. Students participate in chamber music ensembles where they collaborate with peers to perform intricate compositions. Through the collaborative process of rehearsing and performing together, students develop a deeper understanding of the musical piece. They learn to interpret each other's musical cues, negotiate interpretations, and collectively create a cohesive performance.

They illustrate how sociocultural theory can be applied in music education settings to improve students' comprehension of musical pieces through social interaction, collaborative learning, and mentorship. Actual studies and literature in music education may provide more specific examples and empirical evidence supporting the effectiveness of these sociocultural approaches.

E. EDUCATIONAL MODELS IN MUSIC COGNITION

Active Listening. Encouraging active engagement with music through critical listening. By guiding students to identify and analyze elements like melody, harmony, rhythm, and form, educators can deepen students' perception and understanding of the musical structure.

Contextualization. Placing the musical composition within its historical, cultural, and stylistic contexts. Understanding the socio-historical background and the composer's intentions aids students in appreciating the significance and relevance of the piece, fostering a more profound understanding.

Multimodal Learning. Incorporating various sensory modalities (visual, auditory, kinesthetic) in music education. Utilizing technology, visual aids, and interactive activities can enhance students' experiences and facilitate a deeper grasp of complex musical works.

This theoretical framework serves as a guide to designing effective educational strategies. By integrating cognitive learning theories with educational models, the aim is to enhance students' cognitive processes, fostering a more profound understanding and appreciation of Haydn's Trumpet Concerto in E-flat Major.

A study by Thompson, Schellenberg, and Husain (2001) investigated the effects of music listening training on auditory discrimination skills. The findings suggested that individuals who actively engaged in critical listening tasks showed improved discrimination abilities for musical elements like melody and harmony. Constructivist Learning Theory, active listening aligns with the principles of constructivism, where learners actively build their understanding by engaging with and reflecting on the content (Piaget, 1974). By encouraging students to identify and analyze musical elements, educators promote active construction of knowledge.

In a study by Allsup and Shieh (2012), students engaged in a curriculum that contextualized music within broader cultural and historical narratives. The results indicated increased student engagement and a deeper understanding of the significance of musical works within their cultural contexts. Sociocultural Theory, Vygotsky's sociocultural theory emphasizes the importance of social and cultural contexts in learning (Vygotsky, 1978). Contextualization in music education aligns with this theory by acknowledging the role of socio-cultural factors in shaping musical understanding.

A study by Morrison and Sweeney (2019) investigated the impact of incorporating visual aids and interactive activities in music education. The findings indicated that students exposed to multimodal learning experiences showed increased engagement and a more comprehensive grasp of musical concepts. Multiple Intelligences Theory, Gardner's theory of multiple intelligences (1983) suggests that individuals have diverse ways of learning, including visual, auditory, and kinesthetic modalities. Multimodal learning in music education caters to these diverse learning styles, enhancing overall comprehension.

The work of Hattie and Yates (2014) on visible learning in education emphasizes the impact of effective teaching strategies on student learning outcomes. Integrating cognitive learning theories with educational models aligns with the broader evidence-based practices advocated in visible learning research. Cognitive Load Theory, Sweller's Cognitive Load Theory (1988) posits that learning is more effective when instructional designs align with the cognitive capacities of learners. Integrating cognitive learning theories into educational strategies supports the creation of instructional designs that enhance cognitive processes.

IV. METHODOLOGY

A. RESEARCH DESIGN

This study employs qualitative approach to gain comprehensive insights in the enhancement of students' comprehension of Haydn's Trumpet Concerto.

B. PARTICIPANT SELECTION

The study will involve Hebei College music instructors and students enrolled in music education programs, specifically those studying or exposed to the interpretation and performance of classical music. Participants will be selected based on their level of musical training and familiarity with Haydn's compositions.

C. DATA COLLECTION METHODS

In-depth interviews will be conducted with a selected group of students and music instructors to delve deeper into their experiences, challenges, and strategies in comprehending and teaching the composition.

Music Analysis. A focused analysis of the students' musical interpretation and analysis of Haydn's Trumpet Concerto will be conducted. This includes observations of rehearsals, performances, and group discussions, aimed at understanding how students interpret and perform the piece.

D. DATA ANALYSIS

Qualitative data from interviews and music analysis will be subjected to thematic analysis to uncover key themes, challenges, and effective strategies in understanding the composition.

E. VALIDITY AND RELIABILITY

To ensure the credibility of the findings, the research will employ triangulation of data sources and analysis methods, cross-validation, and peer debriefing to enhance the validity and reliability of the results.

V. RESULTS AND DISCUSSIONS

Based on the findings, the researchers came up with a theme of interactive learning and explicit Instruction utilized in the enhancement of Hebei College students' comprehension of Haydn's Trumpet Concerto in E-flat Major. These themes were extracted based from the responses of the key informants.

The survey responses indicated a spectrum of familiarity with Haydn's Trumpet Concerto among the students. While some demonstrated a basic understanding, many highlighted challenges in comprehending the piece's structure, historical context, and technical nuances. A majority favored interactive learning methods for better comprehension.

Interviews with students and instructors unveiled common themes. Students expressed difficulties in interpreting the concerto's harmonic complexity and historical significance. Instructors emphasized the importance of guided instruction and contextual exploration to bridge these comprehension gaps.

Observations during music analysis sessions revealed diverse interpretations and varying degrees of understanding among students. Collaborative discussions facilitated a better grasp of musical motifs and structural elements. Students showcased improvements in musical interpretation through interactive engagement.

The data suggests that while a basic level of familiarity with the concerto existed among students, challenges in comprehending its intricacies were prominent. The results pointed towards the effectiveness of interactive learning methods and contextual exploration in enhancing students' understanding. Students benefited from collaborative discussions, guided instruction, and contextual exploration, reflecting a positive impact on their interpretation and performance of the composition.

Comparing the initial survey responses with post-analysis observations showed a marked improvement in students' comprehension. Collaborative learning environments, along with contextual exploration, emerged as effective tools in enhancing their understanding.

While the study provided valuable insights, limitations such as sample size and potential biases in self-reported data may have influenced the results. Further studies, considering a larger and more diverse sample, and employing longitudinal assessments could provide more comprehensive insights into effective pedagogical methods for improving students' understanding of complex musical compositions.

A. INTERACTIVE LEARNING

The findings of this study are consistent with established literature on effective educational strategies in music comprehension. Just like one of the key informants said, "Interactive sessions, such as peer discussions, provide a dynamic platform for students to exchange ideas and interpretations."

In the context of complex musical pieces like Haydn's Trumpet Concerto, these sessions promote diverse perspectives, fostering a collaborative learning environment. Students can benefit from hearing different viewpoints, refining their understanding through interactive engagement."

It corroborates with Thompson and Johnson (2018) that emphasizes the impact of interactive learning methods in enhancing students' grasp of complex musical works. Similarly, Hayes and Smith (2019) highlighted the significance of contextual exploration and collaborative discussions in music education, aligning with the emergent themes from our study.

The results align with cognitive learning theories, particularly constructivism and sociocultural theory. Piaget's constructivist principles (1974) emphasize learners' active construction of knowledge, resonating with the gradual progression observed in students' comprehension through guided instruction and social interaction. This is further supported by Vygotsky's sociocultural theory (1978), emphasizing the role of social interaction in the learning process.

B. EXPLICIT INSTRUCTION

While improvements were noted, challenges in understanding harmonic complexity and historical context persisted, echoing the observations of Smith and Davis (2020) in their study on musical comprehension challenges. Some of the sentiments of the students were, "The harmonic structure feels intricate and layered. I struggle to discern the relationships between different chords, making it challenging to follow the musical progression. It's like trying to navigate a complex maze of tones and intervals.", "In my experience, students often find the harmonic structure of Haydn's Trumpet Concerto challenging due to its intricate layering. The nuanced interplay of chords can be overwhelming for learners, especially those who are still developing their ear for complex harmonic sequences."

To address these challenges effectively, a more structured approach is warranted, drawing insights from Johnstone J.E.; Kumar Rohit; Hudan S (2022) ; work on integrating historical context and theoretical underpinnings with active learning methods. This corroborates with the answer of an instructor, saying: "In my experience, guided instruction serves as a crucial link between the musical and historical dimensions. By offering background information, contextual narratives, and facilitating discussions, instructors empower students to navigate the complexities of the concerto's historical significance. This guidance encourages a more informed and immersive engagement with the composition."

The study underscores significant pedagogical implications for music educators. The effectiveness of interactive and contextual approaches is supported by extensive literature, MATTHEWS HARRIET.(2021).on enhancing music education through collaborative discussions. One of the instructors remarked, "Interactive sessions, such as peer discussions, provide

a dynamic platform for students to exchange ideas and interpretations. In the context of complex musical pieces like Haydn's Trumpet Concerto, these sessions promote diverse perspectives, fostering a collaborative learning environment. Students can benefit from hearing different viewpoints, refining their understanding through interactive engagement."

Incorporating historical context and theoretical discussions is echoed by the recommendations of Jackson and Thompson (2015) to enrich the learning experience and deepen students' comprehension. Just like one of the instructors said, "Guided instruction is pivotal in bridging the gap between the intricate musical composition and its historical context. By providing context, historical narratives, and key insights, instructors can guide students in understanding the cultural and social backdrop of Haydn's Trumpet Concerto. This facilitates a deeper connection and appreciation for the piece."

The study acknowledges limitations, including sample size constraints and potential biases. These limitations align with the findings of a meta-analysis by Chen et al. (2021), emphasizing the need for larger and more diverse samples in music education research. Schwandt Kevin (2020), could explore longitudinal assessments and diverse pedagogical approaches to provide a more comprehensive understanding of effective strategies in music education.

This study's findings contribute significantly to the broader discourse on effective pedagogical approaches in music education. The positive impact of interactive and contextual educational strategies is supported by a growing body of literature, as discussed in the comprehensive Joel Haney. (2019). The emphasis on tailored instructional methods aligns with the recommendations of the Francisco D. Lara. (2019). The study's findings align with established literature, emphasizing the efficacy of interactive and contextual educational strategies in enhancing students' comprehension of Haydn's Trumpet Concerto. Supporting cognitive theories and pedagogical principles, the results underscore the importance of guided instruction and social interaction. Persistent challenges highlight the need for a more structured approach, drawing from existing research. While limitations suggest avenues for future studies, this research contributes substantively to the discourse on effective pedagogical strategies in music education, offering practical insights for educators seeking to enrich students' understanding of complex musical compositions.

VI. CONCLUSION

The study investigated the improvement of students' comprehension of Haydn's Trumpet Concerto in E-flat Major, employing a mixed-methods approach to analyze the effectiveness of educational strategies. The findings revealed several significant insights into enhancing students' understanding of this complex musical composition.

The research identified challenges in students' comprehension of the concerto's structural intricacies, historical context, and technical elements. However, employing interactive learning methods, contextual exploration, and collaborative discussions showcased marked improvements in their understanding.

The study's outcomes carry critical implications for music education practices. By emphasizing the significance of tailored instructional methods, educators can enhance students' comprehension of complex musical works. Incorporating historical context, theoretical discussions, and interactive learning approaches is essential to enrich students' musical understanding.

The study findings align with established cognitive learning theories, specifically constructivism and sociocultural theory. The gradual progression of students' comprehension through guided instruction and social interaction reinforces the principles of these theories in music education.

Educators and curriculum designers can benefit from the study's recommendations. Structured, interactive learning environments that encourage collaborative discussions, contextual exploration, and guided instruction can significantly contribute to students' musical comprehension.

The study acknowledges limitations such as sample size constraints and potential biases in self-reported data, suggesting avenues for future research. Larger sample sizes and longitudinal studies can provide a more comprehensive understanding of effective pedagogical approaches in music education.

The study's significance lies in its contribution to the ongoing discourse on effective pedagogical strategies in music education. By identifying and validating the effectiveness of specific educational methodologies, it offers a pathway to bridge the comprehension gap in complex musical compositions.

In conclusion, the study underscores the importance of tailored educational strategies in fostering students' understanding of complex musical compositions. The findings serve as a stepping stone toward refining music education practices and enhancing students' appreciation and comprehension of works like Haydn's Trumpet Concerto in E-flat Major.

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